DOCUMENT RESUME

ED 206 704 TM 810 606

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TITLE The Perceptions of 1980 Graduates.
INSTITUTION Western Kentucky Univ., Bowling Green. Professional Development Center Network.
PUB DATE 81
NOTE 50p.: Colored pages may not reproduce clearly.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Environment; Followup Studies; *Graduate Surveys; *High School Graduates; High Schools; Research Design; *Student Attitudes
IDENTIFIERS *Kentucky

ABSTRACT

A random sample of recent high school graduates in central Kentucky were surveyed to determine their perceptions of: preferred teaching techniques, preferred classroom organizations, conditions in the high school, preparation in skill areas, preparation in basic skill areas, preparation for adult roles, and high school departments/areas. This final report of the survey is divided into four parts. The first part is the Study Guide. It provides an overview of the report and outlines a procedure for requesting further analysis of report data. Material contained in the second part, the Body of the Report, familiarizes the reader with the purpose, design and findings of the study, and the development of the instrument. Part three contains three appendices: the instrument, a sample cover letter, and a news release are included in the first appendix; a form to request further analyses of the data constitutes the second appendix; and a form to evaluate the study and the report are contained in the third appendix. Part four, Open Ended Data, is set aside for school districts to add their summary of the graduates' comments to the report. (Author/GK)

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THE PERCEPTIONS OF 1980 GRADUATES

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Report by

Marie J. Abram

Spring 1981

TM 810 606

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FORWARD

This is the final report of the 1980 follow-up of high school graduates.

The study was conducted jointly by personnel in the high school and by personnel of the Professional Development Center Network (PDC Network).

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I. LAYOUT OF THIS REPORT

This report of the perceptions of graduates of your high school is divided into four parts.

The first part is the Study Guide. It has three purposes:

- to give the reader an overview of how the report is laid out
- to help the reader read this research report
- to outline a procedure for requesting further analyses of the data contained in this report

The second part is the Body of the Report. It contains materials that will familiarize you with:

- the purpose of the study
- the development of the instrument
- the design of the study
- the need to carefully interpret the findings of the study
- the actual findings of the study

The third part contains three appendices.

- the first appendix contains paperwork associated with data collection (the instrument, a sample cover letter, a sample news release)
- the second appendix contains a form to request further analysis of the data
- the third appendix contains a form to evaluate the study and this report

The fourth part is labelled Open Ended Data. This section has been set aside to allow each school district to add to the report their summary of the graduates' open ended comments.

II. UNDERSTANDING AND USING THE DATA

This portion of the chapter will be devoted to helping the reader make use of this report. It is written as a study guide. If you are familiar with reading research reports you may wish to omit the rest of this chapter and proceed with reading Section III through VI on your own. You are nevertheless encouraged to read Step 5 to become familiar with the procedure and forms you can use to have further analyses of your data. If you choose to use this guide, you will find yourself being walked through the research report in a series of five steps geared to help you interpret the data and ask additional research questions.

Step 1 - Understand the purpose and goals of the study

a. Read Section III

b. Become familiar with

- goals of the study
  - collect data from recent (1980) high school graduates
  - collect data on a broad range of topics
  - collect data useful in decision making
- time frame
  - study to be completed during the 1980-81 school year

Step 2 - Understand the design of study

a. Read Section IV

b. Become familiar with

- the selection of the random sample and the purpose behind its selection
  - random sample represents all recent graduates
  - samples chosen to allow for a separate analysis of data from each school as well as of pooled data from all 20 schools
- mailing of the survey instrument on or about February 1, 1981
- procedures used to increase return rate
  - cover letter, news release, easy to complete instrument
- procedures used to judge representativeness of returned data
  - collection and contrast of four descriptive items

Step 3 - Judge the representativeness of the responses and understand how the data can be interpreted

a. Read Section V

b. Become familiar with

- the logic for needing to judge representativeness of respondents' descriptive data compared to samples' descriptive data
  - the possibility of returns representing a select group

- the four descriptive variables
  - total battery achievement
  - years in high school
  - high school curricula
  - CETA participation

- how the adjusted percent of respondents generally compared with the adjusted percent of the sample on each descriptive variable

c. Make a decision regarding the representativeness of your data. (If necessary call Marie Abram (502-745-2197) for help in making this decision.) If your decision is that you have representative data, go to Step 4. If your decision is that you do not have representative data, continue with this series of steps.

d. Assuming you have decided that your data is *not* representative, you must make a decision whether

(1) to read Section VI (Findings) as they appear in this report but interpret the findings to be the responses of only those graduates who chose to respond (i.e., a non-representative group) or

(2) to have your data reanalyzed selecting only the data from the largest group(s) on the descriptive variables. For example, if you had disproportionately greater responses from college students you could reanalyze data from college students only. This reanalysis should more accurately reflect college students than the original analysis would reflect all graduates.

If you choose Step 3d(1), go to Step 4.

If you choose Step 3d(2), use the form in Appendix B to request reanalysis of your data. Should you need help deciding how to have your data reanalyzed call the author. Step 5 may also help you decide how to request further analysis.

Step 4 - Read and understand the findings of the study

a. Familiarize yourself with the scoring procedures for the survey instrument. The 78 variables on pages one through three of the instrument fall into four major groupings:

(1) Descriptive variables - (place on survey)

- total battery achievement - (survey control number)
- curricula - (survey control number)
- years in school - (survey control number)
- CETA participation - (survey control number)
- sex - (E; first page)

Scoring for the first four descriptive variables can be found on page 14. Sex is either male or female.

These variables can be used to

- judge representativeness
- describe the respondents/sample
- ask additional research questions (described in Step 5)

(2) Variables telling what activities the graduates are presently engaged in - (place on survey)

- school - (A, C, D; first page)
- work - (B; first page)
- unemployed - (top of first page)

Scoring for these variables are formed by the categories that appear on page one of the instrument.

These variables can be used to

- describe the respondents/sample
- evaluate your high school program (is the high school program geared to fill the needs of the greatest number of students as shown by this description of what graduates are doing one to two years after high school?)
- ask additional research questions (described in Step 5)

(3) Variables giving graduates' perceptions on school related topics - (place on survey)

- class organization - (A; second page)
- teaching technique - (B; second page)
- high school conditions - (C; second page)
- basic areas - (D; third page)
- general skill areas - (E; third page)
- adult roles - (F; third page)
- high school departments or areas - (G; third page)

"Class organization" and "teaching techniques" were rated:

3 = very helpful
2 = somewhat helpful-----mean of rating scale is 2.0
1 = not helpful

"Conditions," "basic areas," "general skills areas," "adult roles," and "high school departments" were rated:

4 = excellent
3 = good
----------mean of rating scale = 2.5
2 = fair
1 = poor

These variables can be used to

- compare group means of individual items with the mean of the rating scale (2.0 or 2.5)
- compare rank order of items within groups
- compare either group means of individual items or rank order of items within group in this report with data received from the survey of 1978 and 1979 graduates.

A comparison of the group means of individual items with the mean of the rating scale should help you place a value judgment on each item. The group mean of 2.0 for class organization and teaching techniques would fall at the half-way point on their scale. A group mean of 2.5 on the other items would fall at the half-way point of their scale. Any group mean falling above the half-way point should be considered as receiving greater than average rating by graduates regardless of whether the item fell last or first in the rank ordering.

A comparison of items by position in the rank order of items within groups forms the backbone of the study. Each series of variables reported on page two and three of the instrument will be rank ordered according to respondents' mean perception. The top items in the rankings will reflect areas graduates see as strongest. The bottom items will reflect areas the graduates see as less strong.

A comparison of either the individual means or the rank order of the data in this study with last years study of 1978 and 1979 graduates will establish a reference point. Items or groups of items can be discussed in terms of whether they fell above, at, or below data from earlier years.

(4) Graduates' belief Concerning Credit Requirements for Graduation From High School - (H; third page)

A single question asking:

"I believe graduation credit requirements should be increased from 18 to 20"

was to be answered either yes or no.

Interpretation is simply the percent of graduates for and against this suggested increase.

b. Read Section VI interpreting data according to the scoring just described.

Step 5 - Recombining variables to ask your own research question

The 78 variables reported in Section VI can be recombined in a variety of ways to answer additional research questions.

How can you devise your own research questions? Think of each variable of the study as being composed of discrete categories that represent real differences. For example, sex has male and female--very real differences. Time spent working has two categories--part time or full time. College attended has 12 categories. Graduates' perception of school sponsored clubs has four categories--excellent, good, fair, and poor.

You can combine two or more variables as in the following examples.

Example I.

To answer the research question:

Which sex is more involved in full time and part time schooling?

You would list the variables as:

1. Sex of graduate
2. Status in college (full/part)

And you might wish to diagram it as:

Sex of Graduate	Time in School	
	Full	Part
Female		
Male		

Example II.

To answer the research question:

Does college grade point average differ by part time or full time enrollment in college?

You would list the variables as:

1. Grade point average
2. Status in college (full/part)

And you might wish to diagram it as:

Status of Student in College	
Part Time	Full Time

Example III.

To answer the research question:

Do gifted graduates rate the departments differently than other graduates?

You would list the variables as:

1. Graduate (gifted/not gifted)
2. Rating of departments

And you might wish to diagram it as:

Department	Graduate Category	
	All Other Graduates	Gifted* Graduates
English	X.XX	X.XX
Math	X.XX	X.XX
Science	X.XX	X.XX
Social Studies	X.XX	X.XX
Other	X.XX	X.XX

*Gifted students might be defined as those students scoring in the eighth and ninth stanine on their tenth grade CTBS Total Battery Measure

Hopefully these examples will spur your creativity to ask your own questions. The trick to asking useful research questions is a process of combining what you know about your school system with an understanding of what data is available.

Appendix B has a form you can use to submit your request for further analyses.

III. INTRODUCTION

Background

This study of the perceptions of recent high school graduates grew out of the concern of educators in the central portion of Kentucky to find indicators of how well the high schools were serving their clientele, the students they educate. High schools have been charged by our society with filling many functions: preparing students for college, preparing students for vocations, preparing students for "life," providing extracurricular activities, keeping students from entering the adult job market prematurely, aiding adolescence in their transition from childhood to adulthood, etc. Because the societal charge is so broad, the survey instrument developed for this study was designed to cover a variety of topical areas. Areas of concern were contributed by teachers, counselors, principals, supervisors, superintendents, and research specialists. Although the instrument covers a wide variety of topical areas, it nevertheless had a single focus: to collect data useful to understand how recent graduates perceive their high school and the skills they developed in the high school. The information has been collected to aid in decision making at the high school level.

Purpose

Specifically, the study was designed to survey recent (1980) high school graduates' perceptions of

- preferred teaching techniques
- preferred classroom organizations
- conditions in the high school
- preparation in general skill areas
- preparation in basic skill areas
- preparation for adult roles
- high school departments/areas

Graduates were also asked their present occupation and their sex. Survey instruments contained four additional pieces of information about the student which were coded into the survey control number (total battery achievement at tenth or eleventh grade, number of years at high school, counselors' estimate of high school curricula, and participation in CETA).

In addition, the survey instrument contained three open-ended questions which asked the graduates' perception of the strengths and weaknesses of various high school departments and solicited suggestions for school improvement.

The data was to be collected from a random sample of 1980 graduates from participating high schools in the central portion of Kentucky. Data from each school was to be analyzed separately. A copy of the instrument can be found in Appendix A. A similar follow-up study had been conducted for many of the schools the previous year using 1978 and 1979 graduates. This replication of the study allows for comparison of data across years.

Time Frame

The decision to conduct the study was made at the Professional Development Center Network (PDC) Commission meeting on December 3, 1980. The project was set for completion by June 1981. Figure 1 illustrates the use of time in the study.

Instruments were mailed on or about February 1 (at the discretion of each school). Instruments returned within approximately four weeks of the mailing form the data base for the study.

The report of the findings of individual schools was to be completed by early May. This time line would allow high school faculty to use the data in their end-of-the-school year evaluation meetings.

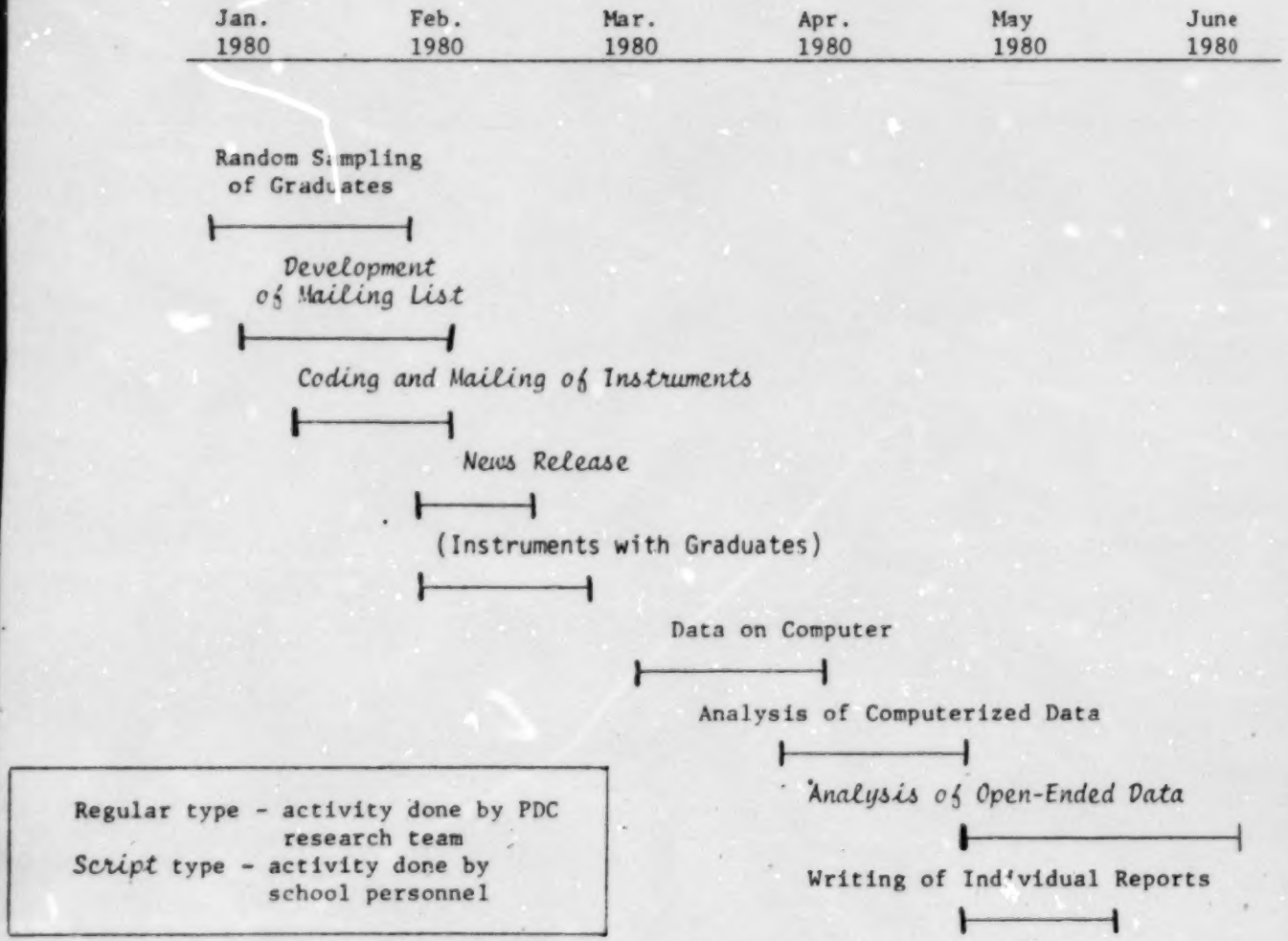

Figure 1. Time Line for 1981 PDC Study of Recent High School Graduates

IV. DESIGN OF THE STUDY

Instrument Development

The instrument had been developed during the 1979-1980 school year. Discussion of the development of the instrument can be found in the 1979-1980 report of the follow-up study (Abram, 1980). A copy of the survey instrument can be found in Appendix A.

Sampling

A random sample of 1980 graduates was drawn separately for each school. The n of the sample was computed at the 0.05 level of error and the 0.05 level of precision.

Data Collection Procedures

Data collection was done by personnel in each of the high schools. The PDC Research Unit coordinated necessary data collection procedures.

Schools were asked to develop a mailing list of randomly selected graduates on specially prepared worksheets supplied by the PDC Research Unit. The worksheets listed the random numbers to be selected from the total list of graduates, provided space to insert the graduates' name and address, and provided space for the collection of four descriptive pieces of information per graduate. The four descriptive pieces of information collected were:

Descriptive Variable	Category/Scoring
1. Total battery achievement stanine at tenth or eleventh grade	1-9 Stanine
2. Number of years graduate attended that high school	• less than 1 year • 1 year • 2 years • 3 or more years
3. Counselors' estimate of graduates' high school curricula	• College preparatory • General • Vocational - in high school • Vocational - Voc. Tech. School
4. Participation in CETA	• Participated • Did not participate

School personnel were instructed to mail the survey instrument along with a cover letter and a postage paid return envelope to the last known address of the graduate. (A copy of the suggested cover letter can be found in Appendix A).

All survey instruments were to have a ten digit survey control number in the upper right hand corner of the first page of the instrument. The first six digits of the survey control number were the school testing code assigned by the State Department of Education. The remaining four digits were the four descriptive variables previously listed. This procedure allowed students to remain anonymous while allowing researchers to be able to check the representativeness of the survey instruments returned.

The target date for mailing the survey instruments was February 1, 1981. The suggested date to end data collection was three or four weeks after the mailing of the instruments. School personnel were encouraged to use their own judgment on the cutoff date based upon the number of responses being returned.

School personnel were instructed to cross off one survey control number on the original worksheets that matched the code of each returned survey instrument. This procedure allowed the four descriptive variables on the entire sample to be used to judge the representativeness of respondents.

The cover letter was written to give graduates an understanding of the need for the data. It was hoped that the letter would increase graduates' responses. In addition, the PDC Research Unit suggested that a news release be placed in one or more of the local newspapers at the time of the mailing to inform the community at large that the surveys were being circulated by the high school and that the information would be of value to high school personnel. It was expected that the news release would further increase the response rate.

All data responded to by checking the proper response category (questions A through E on the front page and A through H on the second and third pages) were computerized. These data were analyzed separately for each school.

Analyses of the open-ended data (questions 1, 2, and 3 on the fourth page) were the responsibility of each school.

Assumptions and Limitations

The generalization of the findings of this study to the graduates rested upon three assumptions:

1. The random sampling of the original population adequately represented the 1980 graduates of the school surveyed
2. The respondents were not a select group of graduates
3. Respondents filled in their instrument truthfully and carefully

The first assumption would appear to be adequately controlled through the careful selection of the sample.

The second assumption will be discussed in greater detail in Section V. Should the returned data not be representative, the contrasts of the four descriptive variables should indicate which way the data was skewed. Interpretation of the data could be made in light of this determination.

The third assumption was believed to have been fulfilled. A visual inspection of a random sample of returned survey instruments from each school appeared to indicate that respondents took the time necessary to carefully complete the instruments. Almost all instruments had responses to all questions, including the optional open-ended questions.

V. A COMPARISON OF RESPONDENTS WITH THE TOTAL SAMPLE

The Need to Compare Respondents with the Random Sample

The study was designed to be a one time only mailing to a random sample of 1980 high school graduates. It was realized during the design phase of the study that efforts would be needed to allow for a comparison of respondents with the entire sample.

Practical considerations did not allow for a follow-up mailing or a survey of a sample of non-respondents; preferred methods of interpreting representativeness. However, it was possible to describe the total sample for later comparison with respondents (Babbie, 1973). Consequently, the four demographic variables (total battery achievement, years in high school, curricula, and CETA) were collected to allow such a comparison.

To understand the need for a judgment concerning the representativeness of the data review the graph in Figure 2.

Let circle A represent all 1980 graduates. (Circle A includes parts of the circle labelled B and C).

Let circle B represent the carefully selected random sample for your high school. (Circle B includes part of the circle labelled C). Due to the precautions taken in the selection of B we know that it represents all of A at the 0.05 level of error and the 0.05 level of precision.

Let C represent the returned data; data from respondents. We do not automatically know whether C (respondents) adequately represents B (sample) and therefore represents A (1980 graduates). However, the demographic data collected on B allows us to make a judgment. If the demographic data of group C forms approximately the same pattern as the demographic data of group B we can feel confident that C data is not different from the B data and consequently that answers to the survey will reflect the feelings of the entire 1980 graduating class.

When patterns differ, you must determine which level of the variable(s) were overrepresented.

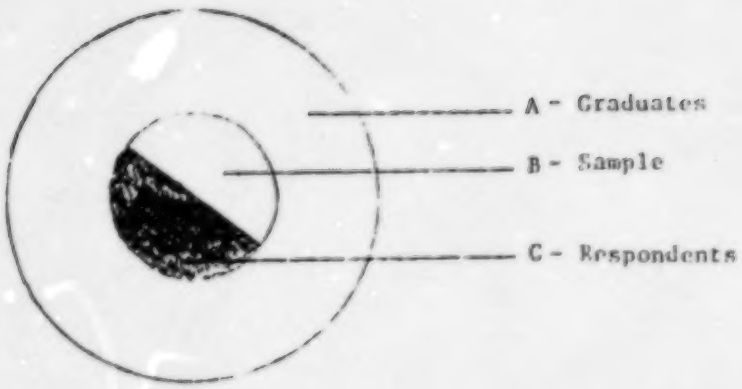

Figure 2. Graphic Representation of the Population, Random Sample, and Response Group for the Follow-Up of 1980 High School Graduates

A Comparison of the Respondents (C) with the Sample (B) on the Four Descriptive Variables

Tables 1 through 4 report the frequencies (and percents) of the respondents and the sample on the four descriptive variables. The columns marked "percent" were calculated using all cases including cases for which no data was available. The columns marked "adjusted percent" were calculated using only those cases where data was available. Unless the number of "no data" cases exceeds ten percent it is easiest to compare adjusted percent.

Table 1

Comparison of Respondents (C) and Sample (B)
on Total Battery Achievement Using Stanine Score

Stanine	Respondents (C) f	Respondents (C) %	Respondents (C) Adjusted %	Sample (B) f	Sample (B) %	Sample (B) Adjusted %
1						
2						
3						
4						
5						
6						
7						
8						
9						
No data						
Mean						
Standard Deviation						

Table 2

Comparison of Respondents (C) and Sample (B)
on Number of Years Graduate Attended High School

Number of Years in High School	Respondents (C) f	Respondents (C) %	Respondents (C) Adjusted %	Sample (B) f	Sample (B) %	Sample (B) Adjusted %
Less than 1						
1 year						
2 years						
3 or more						
Other						
No data						

Table 3

Comparison of Respondents (C) and Sample (B) on Counselor's Estimate of Curricula

High School Curricula	Respondents (C)			Sample (B)		
	f	%	Adjusted %	f	%	Adjusted %
College Preparatory						
General						
Vocational - In High School						
Vocational - Voc.-Tech. School						
Not classified						
No data						

Table 4

Comparison of Respondents (C) and Sample (B) on CETA Participation

CETA Participation	Respondents (C)			Sample (B)		
	f	%	Adjusted %	f	%	Adjusted %
Participated						
Did not Participate						
No data						

VI. FINDINGS

The findings reflect what the respondents as a group reported about their high school.

A. Sex of Respondents

Table 5 lists the breakdown of respondents by sex.

Table 5

n and Percent of Respondents Returning Survey Instrument by Sex

Sex of Graduate	n	%	Adjusted %
Male			
Female			
No data			

B. Description of Working Conditions

1. Time Spent Working

Table 6 breaks down respondents into those working full time and those working part time.

Table 6

n and Percent of Time Respondents Reported Working

Time Working	n	%	Adjusted %
Full Time			
Part Time			
No Data			

2. Field Reported Working In

Table 7 breaks down respondents into the field in which they reported working.

Table 7

n and Percent of Respondents Reporting Working in Various Fields

Field Working	n	%	Adjusted %
Agriculture/Farming			
Homemaking			
Manufacturing			
Business and Industry			
Service			
Sales			
Military			
No Data			

C. Description of School Attended

1. Type of School Attended

Table 8 breaks down respondents according to type of school presently enrolled in.

Table 8

n and Percent of Respondents Reporting Being Enrolled in Various Schools

Type of School	n	%	Adjusted %
Private Business/Commercial School			
Company School/Training Program			
Apprenticeship Training/Schooling			
Vocational-Technical School			
Community/Junior College			
Four-Year College/University			
Other			
No Data			

2. Time Spent in College/University

Table 9 shows the number and percent of respondents who are now enrolled as full time and part time college or university students.

Table 9

n and Percent of Respondents Now Enrolled as Full Time and Part Time College or University Students

Time in School	n	%	Adjusted %
Full Time			
Part Time			
No Data			

3. College or University Attended

Table 10 breaks down respondents by college attended.

Table 10

n and Percent of Respondents Reporting Attending Various Colleges and Universities

College or University	n	%	Adjusted %
Western			
Brescia			
Morehead			
Eastern			
U of K			
U of L			
Murray			
Wesleyan			
Northern			
Centre			
Other-Out State			
Other-In State			
No Data			

4. College or University Major of Study

Table 11 breaks down respondents by major area of study.

Table 11

n and Percent of Respondents By
College/University Major Area of Study

Major Area of Study	n	%	Adjusted %
Business			
Communication			
Education			
English			
Health Professions			
Liberal Arts			
Math			
Other			
Science			
Social Studies			
Undecided			
No Data			

5. Grade Point Average of College or University Students

Respondents reported their college/university grade point average (GPA) as follows

Table 12

Mean and Standard Deviation
of Respondent's Grade Point Average

Mean	
Standard Deviation	
N of cases	

6. Time Spent in Vocational-Technical Post High School Institution

Table 13 shows the number and percent of respondents who are now enrolled full time and part time in post high school Vocational-Technical Schools.

Table 13

n and Percent of Respondents Now Enrolled as Full Time and Part Time Students in Vocational-Technical Schools

Time in School	n	%	Adjusted %
Full Time			
Part Time			
No Data			

7. Vocational Area of Study of Respondents Presently Enrolled in Vocational-Technical Schools

Table 14 breaks down respondents by the Vocational-Technical area in which they are presently enrolled.

Table 14

n and Percent of Respondents Presently Enrolled in Vocational-Technical Schools by Area of Study

Vocational-Technical Area	n	%	Adjusted %
Public Service Careers			
Health Occupations			
Business and Office			
Home Economics Occupations			
Agriculture Education			
Distributive Education			
Trade and Industry			
No Data			

D. Rank Order of Respondents' Perception of CLASS ORGANIZATION

Table 15 gives the mean, standard deviation, and n of the respondents' ratings of three class organization techniques. The class organizations have been rank ordered by group mean.

Table 15

Rank Order of Respondents' Perception of Effectiveness of CLASS ORGANIZATION By Group Mean

Rank Order of Class Organization	$\bar{X}$	σ	n
1.			
2.			
3.			

E. Rank Order of Respondents' Perception of TEACHING TECHNIQUES

Table 16 gives the means, standard deviations, and n of respondents' rating of 14 teaching techniques. The listing of the teaching techniques is rank ordered by group means.

Table 16

Rank Order of Respondents' Perception of Effectiveness of TEACHING TECHNIQUES By Group Mean

Rank Order of Teaching Techniques	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

F. Rank Order of Respondents' Perception of HIGH SCHOOL CONDITIONS

Table 17 gives the means, standard deviations, and n of respondents' rating of ten high school conditions. The listing of the high school conditions is rank ordered by group means.

Table 17

Rank Order of Respondents' Perception of HIGH SCHOOL CONDITIONS By Group Mean

Rank Order of High School Conditions	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

G. Rank Order of Respondents' Perception of BASIC AREAS

Table 18 gives the means, standard deviations, and n of respondents' rating of three basic areas. The listing of the basic areas is rank ordered by group means.

Table 18

Rank Order of Respondents' Perception of BASIC AREAS By Group Mean

Rank Order of Basic Areas	$\bar{X}$	σ	n
1.			
2.			
3.			

H. Rank Order of Respondents' Perception of GENERAL SKILL AREA

Table 19 gives the means, standard deviations, and n of respondents' rating of ten general skill areas. The listing of the general skill areas is rank ordered by group means.

Table 19

Rank Order of Respondents' Perception of GENERAL SKILL AREA By Group Mean

Rank Order of General Skill Area	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

I. Rank Order of Respondents' Perception of ADULT ROLES

Table 20 gives the means, standard deviations, and n of respondents' rating of four adult roles. The listing of the adult roles is rank ordered by group means.

Table 20

Rank Order of Respondents' Perception of ADULT ROLES By Group Mean

Rank Order of Adult Roles	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			

J. Rank Order of Respondents' Perceptions of HIGH SCHOOL DEPARTMENTS

Table 21 gives the means, standard deviations, and n of respondents' rating of 17 high school departments. The listing of the high school departments is rank ordered by group means.

Table 21

Rank Order of Respondents' Perception of
HIGH SCHOOL DEPARTMENTS
By Group Mean

Rank Order of High School Departments	$\bar{X}$	σ	n
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			

K. Respondents' Belief Concerning Increase in High School Graduation Requirements

Respondents were asked whether high school graduation requirements should be increased from 18 to 20. Table 23 shows respondents' answers to this question.

Table 22

n and Percent Agreeing/Disagreeing With an
Increase in High School Graduation Requirements

Increase In Graduation Requirements	f	%	Adjusted %
Yes			
No			
No Data			

Reference

Abram, Marie J. The Perceptions of 1980 Graduates, Professional Development Center Network, Western Kentucky University, 1980.

Babbie, Earl R. Survey Research Methods, Belmont, CA; Wadsworth Publishing Company, 1973.

APPENDIX A

- Survey Instrument
- Suggested Cover Letter
- Suggested News Release

INSTRUCTIONS

Place a ✓ next to the sentence which best describes what you are presently doing. Be sure to *Check Only One!* Then proceed to the BLOCK INDICATED.

[ ] Enrolled in school/training either *full or part time*..Proceed to BLOCK A
[ ] Working either *full or part time* (*Include Homemaking*).Proceed to BLOCK B
[ ] Unemployed at the present time.....Proceed to BLOCK E

SURVEY CONTROL NUMBER

A

Place a ✓ next to the term which best describes your present school/training. Then proceed to the BLOCK INDICATED. *Check Only One!*

[ ] Private Business/Commercial School....Proceed to BLOCK E
[ ] Company School/Training Program.....Proceed to BLOCK E
[ ] Apprenticeship Training/Schooling.....Proceed to BLOCK E
[ ] Vocational-Technical School.....Proceed to BLOCK D
[ ] Community/Junior College.....Proceed to BLOCK E
[ ] Four-Year College/University.....Proceed to BLOCK C
[ ] Other: _____....Proceed to BLOCK E

B

I am working (*Check Only One*) [ ] full time.
[ ] part time.

My job is in the field of (*Check Only One!*):

[ ] Agriculture/Farming
[ ] Homemaking
[ ] Manufacturing
[ ] Business & Industry
[ ] Service
[ ] Sales
[ ] Military

PROCEED TO BLOCK E

C

The College/University I am attending is (*Check Only One*):

[ ] Western [ ] Eastern [ ] Murray [ ] Centre
[ ] Brescia [ ] U of K [ ] Wesleyan [ ] Other-Out State
[ ] Morehead [ ] U of L [ ] Northern [ ] Other-In State

My College/University Major Area is (*Check Only One!*):

[ ] Communication [ ] Health Professions [ ] English
[ ] Social Studies [ ] Liberal Arts [ ] Science
[ ] Business [ ] Education [ ] Math
[ ] Undecided [ ] Other:_____

I am a student (*Check Only One*): [ ] full time.
[ ] part time.

My GPA is:_____

IF YOU ARE WORKING WHILE ENROLLED IN SCHOOL, PROCEED TO BLOCK B. IF NOT WORKING, PROCEED TO BLOCK E.

D

I am a student (*Check Only One*) [ ] full time.
[ ] part time.

My Vocational-Technical Area is (*Check One*)

[ ] Public Service Careers
[ ] Health Occupations
[ ] Business & Office
[ ] Home Ec. Occupations
[ ] Agriculture Ed.
[ ] Distributive Ed.
[ ] Trade & Industry

IF YOU ARE WORKING WHILE ENROLLED IN SCHOOL, PROCEED TO BLOCK B. IF NOT WORKING, PROCEED TO BLOCK E.

E

I graduated from high school in: [ ] 1978
[ ] 1979

My sex is [ ] Male [ ] Female

PLEASE GO TO PAGE TWO →

Below are statements concerning different aspects of high school. Rate each statement based upon *your experiences* as a high school student.

A. I would judge the effectiveness of each of these CLASS ORGANIZATIONS in helping me learn as

	Very Helpful	Somewhat Helpful	Not Helpful	Never Experienced
1. Total class participation				
2. Small group participation				
3. Individual work in class				

B. I would judge the effectiveness of each of these TEACHING TECHNIQUES in helping me learn as

1. Lecture (teacher talking to class)				
2. Oral reports (students talking to class)				
3. Question and answer period (teacher questions/student answers)				
4. Class discussion (teacher and students talking to each other)				
5. Guest speaker (outside person talking to class)				
6. Role playing (acting out the part of someone else)				
7. Television				
8. Films and filmstrips				
9. Field trips				
10. Reading assignments - textbooks				
11. Reading assignments - other than textbooks (library books, newspapers, etc.)				
12. Homework assignments from textbooks				
13. Homework assignments requiring use of library reading materials				
14. Classroom "doing" experiences (science labs, art projects, etc.)				

C. I would rate the CONDITIONS at my high school as follows

	Excellent	Good	Fair	Poor	No Opinion
1. Number of school-sponsored clubs					
2. Number of school-sponsored sports					
3. Appropriateness of homework assignments					
4. Realism of teacher expectation					
5. Availability of teachers for individual help					
6. Availability of counselors/advisors for help with personal problems					
7. Availability of counselors/advisors for help with planning post high school educational plans					
8. Availability of counselors/advisors for help in discovering a career interest					
9. Availability of the high school principal to discuss problems					
10. Quality of the overall administration of the high school					

D. I would rate my high school for its help in preparing me in these BASIC AREAS as follows

	Excellent	Good	Fair	Poor	No Opinion
1. Reading					
2. Writing (reports)					
3. Mathematics					

E. I would rate my high school for its help in preparing me in these GENERAL SKILL AREAS as follows

1. Making decisions					
2. Managing time well					
3. Getting along with others					
4. Following instructions					
5. Managing personal finances					
6. Coping with daily problems					
7. Communicating effectively					
8. Learning how to learn					
9. Developing a personal value system					
10. Developing recreational interests					

F. I would rate my high school for its help in preparing me for the following ADULT ROLES as follows

1. Student					
2. Worker					
3. Family member					
4. Citizen					

G. I would rate each of my HIGH SCHOOL DEPARTMENTS OR AREAS as follows

1. English					
2. Math					
3. Science					
4. Social Studies					
5. Foreign Language					
6. Art					
7. Music					
8. Physical Education					
9. Driver's Education					
10. R.O.T.C.					
11. Vocational Education					
a. Agriculture					
b. Business or Office Occupations					
c. Distributive Education					
d. Home Economics Education					
e. Industrial Education					
f. I.C.V.E. (Interlocking Cooperative Vocational Education)					
12. Other (please specify) _____					

H. I believe graduation credit requirements should be increased from 18 to 20 ☐ Yes ☐ No

Your teachers would like to hear what you liked *best* and *least* about your high school. If you would like to share this information, please complete this page.

1. For every department you rated as "Excellent" on the previous page, please list courses you took in this department and tell what you liked *best* about the department.

2. For every department you rated as "Poor" on the previous page, please list courses you took in this department and tell what you liked *least* about the department.

3. What *suggestions for improvement* can you offer your high school?

T H A N K Y O U

PLEASE RETURN IN THE ENCLOSED POSTAGE-PAID ENVELOPE

JOHN SMITH HIGH SCHOOL
Anytown, Kentucky 99999

SAMPLE LETTER

(Change underlined portions of letter to reflect your high school)

Dear John Smith High Graduate,

In conjunction with other high schools in this area, John Smith High is participating in a research program designed to survey high school graduates. The results of this project will assist us in identifying some of the strengths and weaknesses of our high school programs.

As a recent graduate, your name was one of the many names selected from the total list of graduates to participate in this research program. We ask that you take a few moments to complete the enclosed instrument and return it in the attached postage paid envelope. Please DO NOT put your name or address on the instrument or the return envelope. We prefer your data remain anonymous.

By helping us with the follow-up survey, you will be making a very important contribution to our effort to provide the best possible education to the students of Dandy County.

Thank you for your help,

Joseph Jones, Principal

Enclosure

N E W S R E L E A S E - S A M P L E

_____ High School is presently involved in surveying 1980 graduates. Survey instruments have been (will be) mailed to a specially selected random sample of graduates on _____. Graduates have been (will be) asked to give their perceptions on a variety of items that will provide feedback for school improvement.

_____ (principal) encourages all graduates to complete the survey instrument as quickly as possible and return it to the high school in the postage paid envelope. Through an honest appraisal of their high school graduates will be helping to maintain educational standards that will make them proud to say they are a graduate of _____ High School.

APPENDIX B

- Forms to Request Reanalysis of Data

REQUEST FOR REANALYSIS ON
THE PERCEPTIONS OF 1978
AND 1979 GRADUATES

School District _____ Date of Request: _____

Person Requesting _____

Address _____ Date Data Needed: _____

Phone No. _____

Complete I, II, and/or III below

I. Research question to be answered:

II. Variables to be analyzed:

III. Diagram of data analyses wanted (optional--see examples in step 5 section II)

Return Form To
Marie Abram, College of Education, Room 233
Western Kentucky University
Bowling Green, Ky 42101

MA
4/23/81

APPENDIX C

- Evaluation of the Study and Report

If you have spent at least 15 minutes on this report, your comments will be of value to us.

If this is your personal copy of the report please tear out the evaluation form, complete it, and send it to us. If you share this report, please xerox a copy of the evaluation form, complete it, and send it to us.

Thank you.

EVALUATION OF THE PERCEPTIONS OF 1980 GRADUATES

Circle the point on the 5-point scale that represents your evaluation of the question asked.

Skip any question on which you have no knowledge on which to base an opinion.

		Excellent				*Poor*
		5	4	3	2	1
1.	The decision to conduct a major research project on high school graduates was	●	●	●	●	●
2.	The choice of surveying recent 1980 graduates rather than older (pre-1980) graduates was	●	●	●	●	●
3.	The technique of choosing a random sample rather than surveying all graduates was	●	●	●	●	●
4.	The survey instrument was	●	●	●	●	●
5.	The suggested cover letter was	●	●	●	●	●
6.	The news release was	●	●	●	●	●
7.	The worksheets provided to collect names, addresses, and demographic information were	●	●	●	●	●
8.	The idea of using descriptive items to judge representativeness of returns was	●	●	●	●	●
9.	Throughout the data collection process communication with the PREPS Research Team was	●	●	●	●	●
10.	Overall, the final report was	●	●	●	●	●
11.	Allowing each school to ask additional research questions is	●	●	●	●	●
12.	The form provided for asking for additional data analysis is	●	●	●	●	●

13. My position within the school is (check one)

__Administrator __ Department Head __ other (please specify
__Teacher __ Counselor _____

14. The number of students in twelfth grade in this school is

__ less than 100 students
__ from 100 to 200 students
__ more than 200 students

15. I read the study

__ in detail
__ somewhat
__ a little
__ other (please specify _____)

16. I feel I will make use of this study

__ to a high degree
__ somewhat
__ a little
__ not at all

17. I feel I could make use of further analysis of the data

__ yes
__ no
__ other (please specify _____)

18. I would like further instruction on asking additional research questions and ideas on further use of the data

__ yes
__ no
__ other (please specify _____)